DOCUMENT RESUME

ED 214 702 RC 013 237

AUTHOR	Cotton, K.; Savard, W. G.
TITLE	The Principal as Instructional Leader. Research on School Effectiveness Project: Topic Summary Report.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	Alaska State Dept. of Education, Juneau. Office of Planning and Research.
PUB DATE	12 Dec 80
NOTE	85p.; For related documents, see RC 013 234-242.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Achievement; Administrator Role; Educational Planning; *Educational Research; Elementary Education; Elementary Schools; *Instructional Improvement; Leadership; *Literature Reviews; Outcomes of Education; Policy Formation; *Principals; State of the Art Reviews
IDENTIFIERS	*Alaska Research on School Effectiveness Project; School Effectiveness

ABSTRACT

The Alaska School Effectiveness Project produced several reports in a series of reviews of research literature on such topics as the principal as instructional leader. Using an ERIC search and conventional library methods, the question raised was "Does active instructional leadership on the part of elementary school principals have a positive effect on the academic achievement of students?" Of the 27 documents reviewed, only 7 were reports of valid, relevant studies. Although the conclusions must be regarded as tentative because of the small number of studies, it does appear that when principals assume an active instructional leadership role, student achievement is enhanced. The fact that several of the supportive studies focused on disadvantaged students lends additional weight to this conclusion. It also appears that the positive effect is both direct (when principals observe and participate in instructional activities with students) and indirect (when teachers work closely with principals to develop instructional plans that are clear, shared, and supported). Because research on this topic is sparse, educational administrators and policy makers should approach this matter with caution. The document includes the item decision display, the 27 citation bibliography, and individual item reports on the citations. (BRR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED214702

Topic Summary Report

THE PRINCIPAL AS INSTRUCTIONAL LEADER

Research on School Effectiveness Project

Prepared for:

Alaska Department of Education
Office of Planning and Research

December 12, 1980

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Margaret Rogers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Audit and Evaluation Program
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

RC 013237

PREFACE

This report is one of several in a series of reviews of research literature conducted for the Alaska School Effectiveness Project. Each of the reports addresses a topic which is deemed to have an impact, actual or potential, on school effectiveness. All of the reports have been generated using the same general approach and a common reporting format.

The review process begins with a topical literature search using both computer based ERIC and conventional library methods. Articles and other documents found are analyzed and abstracted into a brief form called an Item Report. Each of the items is then judged against a set of pre-established criteria and ranked on a five-point scale. The collection of Item Reports are then examined for purposes of identifying issues. These issues are stated in the form of hypotheses. Each hypothesis thus generated becomes the subject of a Decision Display. A Decision Display is created by sorting the Item Reports into those which support or negate the hypothesis, are inconclusive, are badly flawed, or are irrelevant. One or more Decision Displays are generated for each topic addressed. A Summary Report is then generated from the consideration of the Decision Displays and the file of Item Reports. Thus, each complete report in the series consists of a Summary Report which is backed up by one or more Decision Displays which in turn are supported by a file of Item Reports. This format was designed to accommodate those readers who might wish to delve into various depths of detail.

This report is not intended to represent the "final word" on the topic considered. Rather, it represents the analysis of a particular collection of research documents at this time. There may be other documents that were not found because of time or other limitations. There may be new research published tomorrow. This present report represents our best judgment of available information at this time. This format allows for modification and re-analysis as new information becomes available or old information is reinterpreted.

For a more complete description of the analysis process see William G. Savard, Procedures for Research on School Effectiveness Project, Northwest Regional Educational Laboratory, December 10, 1980.

BLANK PAGE
DO NOT FILM

Topic: The Principal as Instructional Leader
Authors: K. Cotton/W. G. Savard
Date: December 12, 1980

Overview

During the 1960s and 1970s several major studies on educational innovation and change found that the school principal was the single most important factor in the implementation and "staying power" of educational improvement efforts. Since so many school innovations appeared to stand or fall depending on whether the principal was supportive and involved, many educators reasoned that principals could increase the effectiveness of school programs generally by taking an active instructional leadership role. This notion received further support from the many newspaper and journal reports of school improvements effected by principals who focused their energies on the instructional program. Such reports credited the principal's instructional leadership as the major factor in increased achievement levels, higher teacher morale and better overall school climate.

Much of the recent literature on the roles and responsibilities of principals has, therefore, been devoted the subject of the principal as instructional leader. Many writers ask whether, in addition to managing budgets, facilities, personnel and public relations, the school principal should take an active role in planning and developing the school's instructional program. Many others begin with the assumption that the principal's instructional leadership is advisable, important or even crucial, and then suggest ways that principals can improve program content, staff inservice or their own competencies as instructional developers.

Few of the writings on principals as instructional leaders are reports of research studies, and only a small portion of those are concerned with the outcomes of principals serving in the instructional leadership role. They tend, rather, to ask what percentage of principals are instructional leaders, whether they or others feel that principals should be instructional leaders, or whether principals are

BLANK PAGE
DO NOT FILM

competent as instructional leaders. Only rarely has research asked whether principals' performance of the instructional leadership role has any bearing on school effectiveness.

Finally, most research which has focused on outcomes is informal, observational and journalistic in approach; discusses effects other than student outcomes; and/or fails to establish direct connections between the principal's instructional leadership and the outcomes noted.

Twenty-seven documents concerned with the instructional leadership role of the principal were reviewed. Only seven of these proved to be reports of valid, relevant studies. All were primary sources. Six were concerned with elementary principals and students, and one dealt with both elementary and secondary.

Findings

Examination of the studies led to the hypothesis that active instructional leadership on the part of elementary school principals has a positive effect on the academic achievement of students. All seven studies found the principal's instructional leadership to be either a major factor or the major factor in the achievement levels and gains in the schools studied. The instructional leadership provided by principals was positively related to achievement in reading (two studies), reading and mathematics (two studies), and "basic skills" (three studies).

Several of the studies were concerned with so-called "outlier" or "maverick" schools--schools in which achievement levels equal or exceed national norms in spite of factors usually correlated with low achievement (e.g., student populations from low-income families, minimal school resources). In an attempt to identify the difference between high- and low-achieving schools with similar--and unpromising--demographic characteristics, these studies found the leadership provided by the principal, particularly in instructional planning and decision making, as a major factor present in the high-achieving schools studied.

The particular instructional leadership behaviors cited as promoting student achievement included: 1) frequent observation and/or participation in classroom instruction; 2) communicating clearly to staff what is expected of them as facilitators of the instructional program; 3) making decisions about the instructional program; 4) coordinating the instructional program; 5) being actively involved in planning and evaluating the instructional program; and 6) having and communicating high standards/expectations for the instructional program. These behaviors were found to have a positive effect on reading achievement and an even more positive effect on mathematics achievement.

Many of the schools studied had principals who were effective managers of buildings, budgets, and so on, but were not actively involved in the instructional program. Interestingly, there were no examples of the reverse. A few of the principals studied were judged globally ineffective and some, as noted above, performed well as administrative managers, but poorly or not at all as instructional leaders. In every case where effective instructional leadership on the part of the principals was noted, however, that individual wa also effective as a financial manager, facilities manager, and so on.

Conclusions

Given the small number of studies available on the effects of principals serving in an instructional leadership capacity, any conclusions drawn from their findings must be regarded as tentative.

It does appear, however, that when pricipals assume an active instructional leadership role, student achievement is enhanced. The fact that several of the supportive studies focused on disadvantaged students lends additional weight to this conclusion.

It also appears that the positive effect of the principal's instructional leadership is both direct, as when principals observe and participate in instructional activities with students, and indirect, as when teachers working closely with principals go into the classroom with instructional plans that are clear, shared and supported.

Recommendations

Because research on this topic is sparse, it is recommended that educational administrators and policy makers approach this matter with restraint. Unfortunately, the principal-as-instructional-leader has become a "buzz" term and a "bandwagon" concept. Merely designating the principal as instructional leader will not cause him or her to become one. What the limited amount of available research says is that if the principal happens to be a bona fide instructional leader, it will lead to beneficial educational impacts. Perhaps the most important factor is that real educational leadership be provided or identified within the school. Hopefully, this leader will also be the principal. This is not a new idea--remember, the term principal is merely a short version of principal teacher. The original focus was on educational leadership.

Some direct action can be taken. Certainly when filling vacancies, job descriptions should reflect the expectation that the principal's primary responsibility is instructional leadership. Job qualifications and certification requirements should also reflect this expectation. The institutions which prepare principals should also structure course work to support this expectation. Whenever principalship vacancies exist, the recruitment, screening, and selection process should emphasize the importance of the instructional leadership role.

One thing should not be done. It would be a real mistake to cause a wholesale rewriting of existing principals' job descriptions designating them as instructional leaders. Some of them cannot and will not be, and yet they are good

BLANK PAGE
DO NOT FILM

and useful administrators. In these cases, it will be important to recognize this and provide for instructional leadership through other means. A first step should be to provide principals with training opportunities to become better instructional leaders. Another option, which is probably limited to large schools, would be to provide a second administrative position such as assistant principal for curriculum and instruction. In smaller schools the roles of department chairman and/or grade level chairman might be expanded. However, it appears to be clear that the first choice should be a principal who is fully qualified to provide instructional leadership directly.

Additional research is needed on this topic and administrators and policy makers are urged to support carefully designed studies of educational leadership whenever possible.

BLANK PAGE
DO NOT FILM

THE PRINCIPAL AS INSTRUCTIONAL LEADER
Decision Display

Restatement of issue as a hypothesis:

Active instructional leadership on the part of elementary school principals has a positive effect on the academic achievement of students.

Item Number	Short Title	Quality Rating of Study [ ]
Items which tend to support hypothesis:		
104	Greer, 1970, Principal as Educator	[4]
53	Kean, et al., 1979, Reading Achievement Factors	[4]
56	Maryland High/Low Achieving Schools, 1978	[4]
105	Marcus, et al., 1976, ESAA Administrative Leadership	[3]
106	Wellisch, 1977, ESAA Schools	[3]
103	Brundage, 1980, Effective Schooling	[2]
107	Moody & Amos, 1975, Principal's Involvement in Instructional Planning	[2]
Items which tend to deny hypothesis:		
	None	
Items which are inconclusive regarding the hypothesis:		
	None	
Items which were excluded because they were weak:		
55	Johnson, 1978, Influence of Principals	
Items which were excluded because they were judged to be irrelevant to this hypothesis:		
10	Barth, 1980, Ensuring Effective Principalship	
108	Becker, 1971, Principal's Role	
109	Burnes, 1975, Principals' Leadership Program	
124	Cawelfi, 1980, Effective Instructional Leadership	
111	Cox, 1978, Principal's Leadership in Elementary Reading Program	
110	Cuttitta, 1980, Effective Instructional Leadership	
54	Ferguson, 1975, Secondary Principal's Role	
12	Ford, 1980, Principal as Instructional Leader	

BLANK PAGE
DO NOT FILM

Items which were excluded because they were judged to be irrelevant to this hypothesis: (Continued)

122	Garvey, 1975, Principal's Role as Educational Leader
123	Klopf, 1972, Principal as Educational Leader
115	Levine, 1966, Leadership in a Ghetto School
116	Matthews, 1976, Principal and Student Achievement
117	Miller, 1976, Principal's Behavior
11	Mullican, et al., 1979, Principal as Instructional Leader
118	Pederson, 1970, Actions of High School Principals
119	Pendergrass & Wood, 1979, Principal as Instructional Leader
120	Redwine & Dubick, 1978, Teacher Perceptions
121	Sweeney, 1969, Reading and the Elementary Principal
57	Utz, 1972, Teacher Perceptions of Principal's Leadership

BLANK PAGE
DO NOT FILM

BIBLIOGRAPHY

Item No.	Citation
10	Barth, R. S. How to ensure an effective principalship. The National Elementary Principal, 1980, 59(3), 10-20.
108	Becker, G., et al. Elementary school principals and their schools: beacons of brilliance and potholes of pestilence. Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1971. (ERIC/EDRS No. 056 360)
103	Brundage, D. (Ed.). The journalism research fellows report: what makes an effective school? Washington, D.C.: The George Washington University, Institute for Educational Leadership, 1980.
109	Burnes, J. C., et al. Report of the program for the development of the elementary school principal as an educational leader. Princeps Series: Developing the Role of the Elementary School Principal as an Educational Leader. Occasional Paper No. 5. New York: Bank Street College of Education, May 1975. ERIC/EDRS No. ED 108 276)
124	Cawelti, G. Effective instructional leadership produces greater learning. Thrust for Educational Leadership, 1980, 9(3), 8-9.
111	Cox, B. S. An investigation of the elementary school principal as the instructional leader of the reading program. Cited in Reading I instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations published in Dissertation Abstracts International through December 1978. Urbana: ERIC Clearinghouse on Reading and Communication Skills, 1978. (ERIC/EDRS No. ED 166 686)
110	Cuttitta, F. F. Urban principals' administrative behavior in relation to pupil reading achievement. Final Report. Brooklyn: City University of New York, Brooklyn College, February 1975. (ERIC/EDRS No. ED 108 379)
54	Ferguson, D. H. The role of the high school principal in curriculum development of instruction. Summary of doctoral dissertation, Temple University, 1975. (ERIC/EDRS No. Ed. 132 699)
12	Ford, P. The principal-contract administrator and instructional leader. NASSP Bulletin, 1980, 64(433), 37-43.
122	Garvey, J. The principal's role as educational leader. Thrust for Educational Leadership, 1975, 5(1), 21, 30.
104	Greer, C. The principal as educator. New York: The Center for Urban Education, 1970. (ERIC/EDRS No. ED 054 537)

BLANK PAGE
DO NOT FILM

55 Johnson, H. W. Do principals make a difference? The relationship between principal-related variables and student outcomes in IGE schools. Technical Report No. 492. Wisconsin University, Madison, R & D Center for Individualized Schooling, December 1978. (ERIC/EDRS No. ED 158 181)

53 Kean, M. H., et al. What works in reading? Summary and results of a joint school district/federal reserve bank empirical study in Philadelphia. Philadelphia School District, Pennsylvania Office Research and Evaluation, May 1979. (ERIC/EDRS No. Ed. 176 216)

123 Klopf, G. J. The principal as an educational leader in the elementary school. Journal of Research and Development in Education, 1972, 5(3), 119-125.

115 Levine, N. The lessons of P.S. 192. Congress Biweekly, 1966, 33, 11-13. (ERIC/EDRS No. ED 016 743)

105 Marcus, A. C., et al. Administrative leadership in a sample of successful schools from the national evaluation of the emergency school aid act. System Development Corporation, Santa Monica, California, USOE, Washington, D.C., April 1976. (ERIC/EDRS No. ED 125 123)

56 Maryland Department of Education, Process evaluation: a comprehensive study of outliers, Baltimore, Maryland State Department of Education, Center for Educational Research and Development, Maryland University, February 1978. (ERIC/EDRS No. ED 160 644)

116 Matthews, K. M. The principal and student achievement. The Georgia Principal, 1976, 12(2), 29-38. (ERIC/EDRS No. ED 120 966)

117 Miller, W. C. Can a principal's improved behavior result in higher pupil achievement? Educational Leadership, 1976, 33, 336-338.

107 Moody, L. & Amos, N. G. The impact of principal involvement in instructional planning with teacher teams on academic achievement of elementary school pupils. Mississippi State University, State College, Bureau of Educational Research, 1975. (ERIC/EDRS No. ED 116 298)

11 Mullican, F., and Ainsworth, L. The principal as instructional leader. Theory into Practice, 1979, 18, 33-38.

118 Pederson, M. Effective and ineffective actions of the high school principal. Journal of Secondary Education, 1970, 45(6), 260-264.

119 Pendergrass, R. A. & Wood, D. Instructional leadership and the principal. NASSP Bulletin, 1979, 63(425), 39-44.

120 Redwine, J., & Dubick, R. A. Teachers' perceptions of instructional leadership and teacher graduation processes, South Bend, Indiana: Indiana University, 1978. (ERIC/EDRS No. ED 157 892)

BLANK PAGE
DO NOT FILM

121 Sweeney, F. V. Reading instruction and the elementary principal, Reading Teacher, 1969, 22, 504-507.

57 Utz, R. T. Principal leadership styles and effectiveness as perceived by teachers. Paper presented at the Annual Meeting of the American Educational Research Association, Toledo University, 1972. (ERIC/EDRS No. Ed. 064 240)

106 Wellisch, J. B. An in-depth study of emergency school aid act (ESAA) schools, 1975-1976. Santa Monica, California: System Development C rporation, 1977. (ERIC/EDRS No. ED 155 172)

BLANK PAGE
DO NOT FILM

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 53 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/2/80

CITATION: Kean, M. H., et al. What works in reading? Summary and results of a joint school district/federal reserve bank empirical study in Philadelphia. Philadelphia School District, Pennsylvania Office Research and Evaluation, May 1979. (ERIC/EDRS No. Ed. 176 216)

DESCRIPTORS: Teaching Methods, Grouping (Instructional Purposes), Principals Instructional Development

SHORT TITLE: Kean, et al., 1979, Reading Achievement Factors

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good design for exploratory study.

SYNOPSIS:

The purpose of the study was to determine what factors make a difference in the reading achievement of elementary students. Twenty-five schools in the Philadelphia School District were selected for participation on the basis of average reading scores in Grades 1-4 and reading gain scores during a one-year period for Grades 1-4. The ten top schools, the ten bottom schools and five schools from the middle of the rankings comprised the sample. All 1,828 fourth graders from these 25 schools made up the subject pool. Teams visited the schools, interviewed principals and staff and gathered data from student records. Two hundreds and forty-five variables about each pupil were gathered in five categories--facts about the pupils' school principal, school reading teacher, classroom teacher, the school itself and the pupil him/herself. Data on 25% of the pupils were set aside so results could be double-checked; over 500 multiple regression operations were run on the rest.

ITEM NUMBER: 53 SHORT TITLE: Kean, et al., 1979
Reading Achievement Factors

RESEARCHER'S FINDINGS:

Findings were divided into those factors which were closely related to reading achievement gain and those which were not, and were further divided by category (pupil factor, principal factor, etc.). Finally, these things which affected some students (e.g., high achievers), but not others, were cited. In addition to findings* which were corroborated by the cross-validation (25%) file, there is a discussion of items about which findings were unclear.

Factors which appeared to promote reading achievement included: the use of the linguistic basal approach to reading instruction, former reading professionals as principals, more teacher time in the classroom and the use of a combination of whole class instruction and small group instruction. Variables which appeared not to make a difference in reading achievement included: mobility of students and busing to relieve overcrowding, the amount of education and experience of the principal, the number of graduate courses in reading taken by the classroom teacher, the preparation and experience of the reading specialist, the time spent on reading instruction daily, and the student socio-economic status.

RESEARCHER'S CONCLUSIONS:

The conclusions are in the form of policy recommendations. It is recommended that 1) outreach programs be established to increase the number of children who attend kindergarten, 2) expansion of the linguistic basal reading approach be explored, 3) programs for and intervention studies of low reading achievers be developed, 4) programs/policies to reduce teacher and pupil absenteeism be established/modified, 5) programs/policies to increase teachers' direct instsructional contact with students be developed/modified, 6) programs/policies to increase principals' classroom observation be developed/modified, 7) principals' background in reading be considered before hiring, 8) reasons that K-7 organization correlates positively with achievement and K-6 correlates negatively be explored, 9) mandating of daily silent reading be considered, and 10) pupil-specific resource allocations be considered.

REVIEWER'S NOTES AND COMMENTS:

*List of findings, policy implications and bibliography located in Principals/Instructional Development backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 54 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/2/80

CITATION: Ferguson, D. H. The role of the high school principal in curriculum development of instruction. Summary of doctoral dissertation, Temple University, 1975. (ERIC/EDRS No. Ed. 132 699)

DESCRIPTORS: Instructional Development, Leadership Principals

SHORT TITLE: Ferguson, 1975, Secondary Principal's Role

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT X

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Design does not relate variables to impact.

SYNOPSIS:

The study sought to determine the leadership roles taken by secondary principals in curriculum development and instructional improvement, as perceived by principals themselves and by those with whom they work. A 50-item questionnaire was administered to 18 superintendents, 15 curriculum directors, 16 principals, 92 department heads and 120 secondary teachers in Delaware. Tasks described on the questionnaire were grouped into four roles: 1) provides leadership in curriculum development, 2) provides leadership in curriculum implementation, 3) provides leadership in organizing for improvement of instruction, 4) provides leadership in development of a positive instructional climate.

16

ITEM NUMBER: 54 SHORT TITLE: Ferguson, 1975
Secondary Principal's Role

RESEARCHER'S FINDINGS:

Nearly 68% of superintendents, curriculum directors and principals as a group ascribed all four roles to the secondary principal. None of the roles wre ascribed at a similar level by teachers and department heads. All roles were ascribed to the principal by at least 55 percent of all respondents, with over two-thirds ascribing to the principal Role 4, concerning instructional climate.

Of the 50 items, no task was agreed upon by all participants; 12 tasks were agreed upon by two-thirds of the participants. The three tasks agreed upon by the largest number of participants had to do with encouraging frank, open discussions with staff; providing leadership in developing policies on student behavior; and planning teacher and student schedules. The two tasks cited by the fewest respondents were providing consultants for curriculum changes and arranging demonstrations utilizing specific instructional tactics.

The most experienced teachers gave the most "yes" responses, i.e., viewed the principal as performing the widest range of curriculum/instructional tasks.

RESEARCHER'S CONCLUSIONS:

Principals perceived themselves as performing actively in all four roles; other respondents vary in their ascriptions of roles to the principal. The primary role of the secondary principal appeared to be "providing leadership in developing a positive instructional climate." Superintendents, curriculum directors and principals as a group had similar perceptions; department heads and teachers, as a group, had similar perceptions. The two groups perceived the principal's roles differently. Neither educational background nor school size affected respondents' perceptions. Years of experience on the part of teachers and department heads did influence their perceptions, with the more experienced individuals noting principal's involvement in more tasks.

REVIEWER'S NOTES AND COMMENTS:

Abstract and procedures information is located in Role of Principal backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 55 LOCATION: NWREL Info Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/3/80

CITATION: Johnson, H. W. Do principals make a difference? The relationship between principal-related variables and student outcomes in IGE schools. Technical Report No. 492. Wisconsin University, Madison, R & D Center for Individualized Schooling, December 1978. (ERIC/EDRS No. ED 158 181)

DESCRIPTORS: Principals, Leadership

SHORT TITLE: Johnson, 1978, Influence of Principals

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Impact of Individually Guided Education (IGE) treatment may be confounded with impact of principal related variables.

SYNOPSIS:

The purpose of this study was to determine whether the elementary school principal has an impact on student outcomes and, if so, to determine the nature of the principal's influence. Principal variables examined were background, leadership and use of time. The student outcomes studied were student achievement in mathematics and reading and student self-concept. Data on 28 principals and their schools, which had been collected and used for an earlier study, were used to determine the extent and type of the principal's influence on student outcomes.

ITEM NUMBER: 55 SHORT TITLE: Johnson, 1978
Influence of Principals

RESEARCHER'S FINDINGS:

There were significant relationships between the principal variables and student outcomes studied in some areas. Some principal background variables influenced achievement--years of experience in an IGE school and being of the male sex were positively related with math and reading achievement. Most leadership variables wre unrelated to achievement; principals utilization of time was totally unrelated to achievement.* Principals' involvement in professional activities had a mild negative relationship to student self-concept. Some principal leadership variables were positively related to student self-concept; others were negatively related. Student self-concept was negatively related to principals use of time for non-instructional (administrative) functions. The study failed to reveal whether the nature of the principals influence was direct or mediated by other factors.

RESEARCHER'S CONCLUSIONS:

Conclusions were in the form of conjectures about the findings. Positive relationship between male principals and reading achievement contradicts findings from previous studies in which reading achievement related positively with female principals. Perhaps "goal oriented" principals are negatively related to achievement because they are repressive and authoritarian. On the other hand, perhaps the achievement measure was invalid ("leaves something to be desired"). Perhaps principal time use variables were unrelated to achievement measures because they spent so little instructional time with students. Perhaps principals professional involvements outside the school correlated negatively with self-concepts of students because pupils perceived such principals as uninterested in the school. The fact that some leadership variables related negatively to student self-concept and some related positively is "difficult to grapple with." The nature of the principals' role requires further study.

REVIEWER'S NOTES AND COMMENTS:

*"The sample of principals in this study spent about 100 percent of their time engaging in activities such as supervision, administration, evaluation and recordkeeping."

It should be stressed that comparisons of all the principal variable subsets to all the student achievement and self-concept subsets yielded many more "nonrelationships" than positive or negative relationships. (The ERIC abstract would have you believe otherwise.)

Abstract and discussion of method is located in Role of Principal backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 56 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/3/80

CITATION: Maryland Department of Education, Process evaluation: a comprehensive study of outliers, Baltimore, Maryland State Department of Education, Center for Educational Research and Development, Maryland University, February 1978. (ERIC/EDRS No. ED 160 644)

DESCRIPTORS: Principals, Leadership, Teacher Characteristics, Instructional Development

SHORT TITLE: Marylanc High/Low Achieving Schools, 1978

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good design, carefully executed.

SYNOPSIS:

The purpose of the study was to determine what factors are present in elementary schools with a high level of basic skill achievement and what factors are present in low achieving elementary schools. Thirty Maryland elementary schools were studied--18 high achieving and 12 low achieving, as determined by statewide basic skills tests. Questionnaires were administered to teachers, principals, students and teacher aides to identify substantial differences between high and low achieving schools; and teams visited the schools to gather data in a subjective mode.

ITEM NUMBER: 56 SHORT TITLE: Maryland High/Low Achieving Schools 1978

RESEARCHER'S FINDINGS:

A number of positive factors were associated with the high achieving schools: Principals exercised strong leadership, participated in the classroom and had high expecations of teacher and student performance. School staff had greater experience, more variety of educational background and read more educational journals. Parent-teacher relationships were satisfactory. Teachers were highly rated by principals, were satisfied with the opportunity to try new things, expected higher student performance and had positive attitudes about education. Teacher aides were used for non-teaching supervision and worked with all grades, primarily with small groups of low-ability students. These schools tended to have open space facilities, traditional curricula, longer days, more team teaching and smaller classes. Students were of higher socio-economic status, were highly motivated and had fewer discipline problems.

RESEARCHER'S CONCLUSIONS:

The relationship between higher socio-economic status and achievement confirms the findings of numerous other studies. School staff in higher achieving schools have more education and experience.

"An important finding of this study concerns the role of the principal as the instructional leader and a person who assumes an active teaching function. These actions are important for the success of the school."

The high achieving schools "tend to be traditional in orientation and the teachers tend to teach to a limited set of objectives." Their students have more positive self-concepts.

The differences between high and low achieving schools are substantial and "have more to do with the competence of the professional staff of the school than with any other variable identified in this study."

REVIEWER'S NOTES AND COMMENTS:

Design is located in the Role of Principal backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 57 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/2/80

CITATION: Utz, R. T. Principal leadership styles and effectiveness as perceived by teachers. Paper presented at the Annual Meeting of the American Educational Research Association, Toledo University, 1972. (ERIC/EDRS No. Ed. 064 240)

DESCRIPTORS: Leadership, Principals

SHORT TITLE: Utz, 1972, Teacher Perceptions of Principal's Leadership

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Does not address questions of impact on students but does identify factors which may be useful in planning ands future studies.

SYNOPSIS:

This study sought to determine which attributes teachers considered most important for a principal to be effective. A sample of 115 experienced teachers evaluated their principals using a 12-item questionnaire to 1) rank the principal's effectiveness, 2) rate his (sic) consideration for teachers development of learning programs and plant management skills, and 3) provide responses which indicated the principal's concern for "people" and for "production."

ITEM NUMBER: 57 SHORT TITLE: Utz, 1972
Teacher Perceptions of Principal's Leadership

RESEARCHER'S FINDINGS:

Overall ratings given the principals by the teachers were: excellent-25; good-35; average-32; below average-17; poor-6. Principals receiving high overall ratings also received high ratings on the "people" and "production" dimensions. Principal's receiving low overall ratings also received low ratings on "people" concerns; their "production" ratings were higher. Principals receiving high overall ratings also received high ratings on concern for teachers, plant management and the learning program. Neither the sex of the principal per se nor in relation to the sex of the teacher made significant differences in ratings given. There were no significant differences between elementary and secondary principals.

RESEARCHER'S CONCLUSIONS:

Principals considered excellent by teachers exhibit concern for and skill in both the people and production dimensions. When principals are considered poor/below average, it is chiefly because of their "people" skills and interactions.

"The research on principal leadership styles has still not addressed the most critical questions. The performances of teachers and students are still the critical dependent variables. Does an "ideal" leadership style of the principal...make any difference in the inputs and outputs of students and teachers?... Until questions relating to the effect of educational leadership styles upon teaching and learning output are addressed, we will still be investigating the interesting concepts at the expense of the important results."

REVIEWER'S NOTES AND COMMENTS:

A copy of the document is in the Role of Principal backup files.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 59 LOCATION: NWREL Information Center

REVIEWER: P. Rapaport DATE REVIEWED: 12/80

CITATION: Thomas, D. B. The effectiveness of computer-assisted instruction in secondary schools. AEDS Journal, 1979, 12, 103-116.

DESCRIPTORS: Computer-Assisted Instruction

SHORT TITLE: Thomas, 1979. Computer-Assisted Instruction Review

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE X DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a good review of the recent literature.

SYNOPSIS:

This article reviews the findings of 68 CAI studies.

ITEM NUMBER: 59 SHORT TITLE: Thomas, 1979
Computer-Assisted Instruction Review

RESEARCHER'S FINDINGS:

Most studies show that supplementary CAI leads to achievement gains over traditional instruction alone (52 studies, versus 3 which show no difference and 3 which found superior gains for traditional instruction. Most studies found an improved attitude towards the subject among students receiving supplementary CAI (10 studies versus 7 which found no difference and 1 which found better attitudes in the traditional instruction group). Most studies found that CAI groups complete the same material in less time or more material in equal time (all 10 studies). All four studies reviewed showed that CAI students show equal retention with traditionally instructed students. Two studies found that students can double upon terminals without loss of achievement gains, and one study shows that as many as four students may be placed on the same terminal with no degradation. CAI costs are approaching traditional costs but all reported figures are obsolete due to the advent of micros.

RESEARCHER'S CONCLUSIONS:

None drawn.

REVIEWER'S NOTES AND COMMENTS:

A copy of the bibliography is located in the Computer-Assisted Instruction backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 60 LOCATION: NWREL Information Center

REVIEWER: P. Rapaport DATE REVIEWED: 12/80

CITATION: Fletcher, J. D. and Atkinson, R. C. An evaluation of the Stanford CAI program: an initial reading (grades K-3). Journal of Educational Psychology, 1972, 63, 597-602.

DESCRIPTORS: Computer-Assisted Instruction

SHORT TITLE: Fletcher & Atkinson, 1972
Stanford Computer-Assisted Instruction

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a well designed study.

SYNOPSIS:

Twenty-two pairs of first grade boys and 22 pairs of first grade girls (out of 25 initial pairs) were matched on pretest scores (Metropolitan Readiness Test). CAI was then used to teach initial reading to one member of each matched pair. Experimental students received 8-10 minutes per day of CAI from January to June. Following treatment, three posttests were utilized: the Stanford Achievement Test, the California Cooperative Primary Test, and an individually administered test designed to directly measure the principal goals of the computer curriculum.

ITEM NUMBER: 60 SHORT TITLE: Fletcher & Atkinson, 1972
Stanford Computer-Assisted Instruction

RESEARCHER'S FINDINGS:

Computer-Assisted Instruction students scored better on every measure. Almost all differences were significant at the .01 level. Both sexes benefited from CAI but boys benefited more than girls.

RESEARCHER'S CONCLUSIONS:

If short-term CAI leads to such dramatic improvement of beginning reading scores, long-term CAI should do even better.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 61 LOCATION: NWREL Information Center

REVIEWER: P. Rapaport DATE REVIEWED: 12/80

CITATION: Beck, J. J. Jr. The effects on attitude of anticipated computer-assisted instruction in selected high school courses of study. AEDS Journal, 1979, 12, 138-145.

DESCRIPTORS: Computer-Assisted Instruction

SHORT TITLE: Beck, 1979. Computer-Assisted Instruction, Attitude

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

This study reports a survey of attitudes toward future CAI courses.

ITEM NUMBER: 61 SHORT TITLE: Beck, 1979
Computer-Assisted Instruction
Attitude

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 62 LOCATION: NWREL Information Center

REVIEWER: P. Rapaport DATE REVIEWED: 12/80

CITATION: Suppes, P., Jerman, J. and Brian, D. Computer-assisted instruction: Stanford's 1965-66 arithmetic program. New York: Academic Press, 1968.

DESCRIPTORS: Computer-Assisted Instruction

SHORT TITLE: Suppes, et al., 1968. Computer-Assisted Instruction Arithmetic

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

The subjects were 270 students in grades 3-6 at Grant school, a middle-class suburban school near Stanford. All studies involved in the project received CAI two or three times per week. There was no control group. No attempt was made to measure the students' progress.

This is not a true experimental study. There is no useful data in this book. It is a book which describes how to conduct a CAI program.

ITEM NUMBER: 62 SHORT TITLE: Suppes, et al., 1968
Computer-Assisted Instruction
Arithmetic

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 63 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/25/80

CITATION: Hartford Public Schools. Hartford moves ahead: an evaluative report. Headstart child development, 1973-1974. Hartford, Connecticut: Hartford Public Schools, 1974. (ERIC/EDRS No. ED 105 792)

DESCRIPTORS: Parent Participation

SHORT TITLE: Hartford Public Schools, 1974. Headstart Parent Participation

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

Report indicates program was effective and that parents were supportive. Relationship between parent participation and success was not examined.

ITEM NUMBER: 63 SHORT TITLE: Hartford Public Schools, 1974 Headstart Parent Participation

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 64 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: 11/25/80

CITATION: Townes, B. D., Trupin, E. W. & Doan, R. N. Parent-directed remediation for LD children. Academic Therapy, 1979, 15, 173-184.

DESCRIPTORS: Parent Participation

SHORT TITLE: Townes, et al., 1979. LD Parent Participation

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

A discussion of various remediation strategies, rather than a research report or synthesis.

ITEM NUMBER: 64 SHORT TITLE: Townes, et al., 1979
LD Parent Participation

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 65 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: 11/25/80

CITATION: Lincoln, E. A., Briscoe, L. W., & Williams, D. K. Parents make a difference in teaching in urban schools. The Arithmetic Teacher, 1975, 22, 460-463.

DESCRIPTORS: Parent Participation, Teaching Methods

SHORT TITLE: Lincoln, et al., 1975. Parent Participation/Math "Growth Sessions"

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

The paper describes the use and results of mathematics "growth sessions" for low math achievers and their parents. Achievement improved, but the influence of parent participation was not systemically explored.

ITEM NUMBER: 65 SHORT TITLE: Lincoln, et al., 1975
Parent Participation/
Math "Growth Sessions"

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 66 LOCATION: PSU Library

REVIEWER: K. Cotton DATE REVIEWED: 11/25/80

CITATION: Lucas, B. G. & Lusthaus, C. S. The decisional participation of parents in elementary and secondary schools. The High School Journal, 1978, 61, 211-220.

DESCRIPTORS: Parent Participation

SHORT TITLE: Lucas & Lusthaus, 1978. Parent Participation, Elementary vs. Secondary

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

The nature of parent participation in high schools and in elementary schools, from the perspective of parents, are compared. Relationship to school effectiveness is not explored.

38

ITEM NUMBER: 66 SHORT TITLE: Lucas & Lusthaus, 1978
Parent Participation,
Elementary vs. Secondary

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 67 LOCATION: NWREL Info. Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 11/24/80

CITATION: Bridge, R. G. Parent participation in school innovations. Teachers College Record, 1976, 77, 366-384.

DESCRIPTORS: Parent Participation

SHORT TITLE: Bridge, 1976. Effective Parent Participation

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

SYNOPSIS:

Cites various research and other writings to support views on effective parent participation. It is neither a research study nor a review of such studies, but makes several interesting points.

ITEM NUMBER: 67 SHORT TITLE: Bridge, 1976
Effective Parent Participation

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 68 LOCATION: NWREL Info. Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 11/19/80

CITATION: Gabel, H., et al., Parent-teacher communication in relation to child academic achievement and self-concept. Peabody Journal of Education, 1977, 54, 142-145.

DESCRIPTORS: Parent Participation

SHORT TITLE: Gabel, et al., 1977. Parent-Teacher Communication in LD Classes

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

Carefully conducted study, points up dangers of over-simplified generalizations of value of parent-teacher communications.

SYNOPSIS:

The study is an extension of previous research indicating that parent-teacher communication results in student achievement gains and improvements in other student outcomes. It tests the hypothesis that informal parent teacher communication will relate to reading and mathematics achievement gains and positive changes in child self-concept in a population of learning disabled elementary school children.

Sixty-three children in 15 LD classes participated. Demographic information was collected and tests/instruments were administered to determine ability, achievement level and self-concept. Teachers kept records of parent-teacher communications over 12 weeks. Posttests were administered.

ITEM NUMBER: 68 SHORT TITLE: Gabel, et al., 1977
Parent-Teacher Communication
in LD Classes

RESEARCHER'S FINDINGS:

Results did not support the belief that achievement and self-concept will be positively influenced by informal parent-teacher communications.

RESEARCHER'S CONCLUSIONS:

Researchers caution against routinely assuming that children will benefit from increased parent-teacher communication, though they point out that results might differ for other student populations.

Results indicate that it is important to distinguish among types of parent involvement--a more focused purposeful involvement may benefit children, as some research results indicate.

REVIEWER'S NOTES AND COMMENTS:

A copy of the complete article is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 69 LOCATION: NWREL Info. Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 11/24/80

CITATION: Quisenberry, N. L. Long-term effects of a home-oriented preschool program. Childhood Education, 1980, 56, 228-234.

DESCRIPTORS: Parent Participation

SHORT TITLE: Quisenberry, 1980. Home-Oriented Preschool Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Research still in progress; results not final.

SYNOPSIS:

This report on in-progress research describes findings concerning the long-term efforts of rural Appalachian children's participation in a home-oriented preschool program. The portion of the research described in the report involves comparisons between children who had, as preschoolers, participated in a program of daily TV lessons accompanied by print materials for parents and children who had participated in a more intensive preschool program which included home visits by paraprofessional intructors. The 341 children studied ranged from having completed grade 5 to grade 9. Items compared included academic achievement, being held back a grade, requiring special education services, interpersonal copying skills, etc., Methods of data gathering included examination of school records, interviews with parents and students, and teacher checklists. At the time of the report about 35 percent of the child interviews and 75 percent of the parent interviews had been completed.

ITEM NUMBER: 69 SHORT TITLE: Quisenberry, 1980
Home-Oriented Preschool Program

RESEARCHER'S FINDINGS:

In grades 1 and 2, the grades of the home visitation students were higher than the TV lessons-only group. For grades 3 and following, school grades did not differ significantly. Measures of coping skills and other affective behaviors indicated the home visitation group coped better, were less inclined to depression and were less aggressive. In another comparison of 80 home visitation group children with 40 TV-only children in grades 1-9, four of the former and ten of the latter had repeated a grade. There had been so few special education placements that meaningful comparisons could not be made.

In another set of comparisons, parents were rated for "generativity" (caring and nurturing behaviors) to determine whether highly generative parents were associated with children of high psychosocial maturity. Preliminary findings indicate relationships between generativity and both academic achievement and affective abilities in the lower grades; data for higher grades was insufficient for meaningful comparisons.

RESEARCHER'S CONCLUSIONS:

"... the study's findings provide some concrete examples of results that have lasted over time."

Measurement techniques which have been developed as part of the study are more accurate and comprehnsive than many used in the past.

REVIEWER'S NOTES AND COMMENTS:

A copy of the article is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 70 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 11/25/80

CITATION: Heisler, F., & Crowley, F. Parental participation: its effect on the first grade achievement of children in a depressed area. Albany: New York State Education Department, July 1969. (ERIC/EDRS No. ED 039 265)

DESCRIPTORS: Parent Participation

SHORT TITLE: Heisler & Crowley, 1969. Parent Participation in a Depressed Area

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Much data was lost due to absences, unavailable records, students moving, etc. Also, treatment not well defined.

SYNOPSIS:

This paper reports an experimental evaluation of the effect of increased parental participation or the education of youngsters in a depressed area. There were four subject groups: 263 in grade 1 during 1966-67 (prior to the present involvement program); 261 in grade 1 during 1967-68, and 224 in grade 1 during 1968-69 (the experimental years); and 87 in grade 2 during 1968-69. All were from the Wyandauch (N.Y.) Public Schools.

Parents were contacted and encouraged to participate in various ways--to visit classrooms and talk with teachers, to assist with extracurricular activities, and to attend programs on child development and education.

Records on parent participation were kept and achievement data collected for comparisons.

ITEM NUMBER: 70 SHORT TITLE: Heisler & Crowley, 1969
Parent Participation in a Depressed Area

RESEARCHER'S FINDINGS:

Parent participation increased over the control year during the first program year, and increased further during the second program year.

Data from the first program years indicated that increased parent participation does not result in increases in achievement; data from the second program year indicated that achievement may be affected.

Data on the second grader's indicated that parent participation during the previous year had little discernible effect on achievement.

Differences among the three groups of first graders were not easily explained.

RESEARCHER'S CONCLUSIONS:

"1. Greater involvement of parents in the education of their children is possible if there is an active organized effort on the part of the school, which includes a major voice for the parents in structuring the program.

2. Present evidence indicates that the effects of enlisting parent participation in the education of their child in a depressed area will be discernible only after several years of concerted effort and will not produce any large, immediate educational improvement."

REVIEWER'S NOTES AND COMMENTS:

A copy of portions of the document is located in the Parent Participation backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 103 LOCATION: Project Files

REVIEWER: K. Cotton DATE REVIEWED: 12/12/80

CITATION: Brundage, D. (Ed.). The journalism research fellows report: what makes an effective school? Washington, D.C.: The George Washington University, Institute for Educational Leadership, 1980.

DESCRIPTORS: Principals, Teaching Methods, Educational Environment, Teacher Characteristics, Student Characteristics

SHORT TITLE: Brundage, 1980, Effective Schooling

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The methods used were informal and the report itself is anedotal. It is nevertheless a provocative report of effective practices in a variety of kinds of schools.

SYNOPSIS:

This publication is the result of the combined efforts of the Institute for Educational Leadership at the George Washington University, the National Institute of Education and six innovative newspapers. These groups sponsored a Journalism Research Fellowship that would permit experienced education reporters to devote two and one half months to studying and writing about the forces and factors that make some schools in their states more effective than others.

ITEM NUMBER: 103 SHORT TITLE: Brundage, 1980
Effective Schooling

The writings originally appeared in the six newspapers which co-sponsored the fellowship and are concerned with findings about effective schooling in various elementary and secondary schools in Virginia, Nebraska, Arkansas, suburban Florida and rural Maine, along with a report on a national study of urban schools. Many of the reports focus on "maverick" schools--schools that are successful despite inhibiting factors, such as having a high proportion of disadvantaged students.

RESEARCHER'S FINDINGS:

The schools visited, studied and reported on reveal a wide variety of organizational patterns, management styles, instructional programs, teaching methods, racial and socio-economic compositions, and so forth. Generally speaking, however, the research journalists found that the successful schools 1) have principals who are strong leaders in their administrative management and instructional leadership roles; 2) have high teacher morale and experienced, dedicated teachers; 3) take a no-response approach to education in which basic skill development is paramount; 4) emphasize serving all students (those with academic or behavioral problems receive extra attention and help); 5) have a warm, supportive atmosphere and staff who believe in the potential of students to learn; 6) have clear expectations of students' academic performance and behavior and insist that these be met (poor achievers must repeat grades, rule-breaking is not tolerated).

It shall be stressed that the effective schools studied are not without problems. Problems are acknowledged, discussed openly and efforts are underway to address them.

RESEARCHER'S CONCLUSIONS:

Like the findings, the researcher's conclusions cover a broad spectrum, ranging from a statement that Distar is the best reading program to a statement that a skilled and dedicated principal can turn an ineffective school into a highly successful one. Generally, the researchers, each one of whom studies several schools which differed from each other, conclude that no one combination of "ingredients" is required for effective schooling to take place. It is recommended that additional research efforts be undertaken so that more might be learned about effective school practices.

REVIEWER'S NOTES AND COMMENTS:

The copy of the entire report may be found in the Role of Principal backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 104 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/11/80

CITATION: Greer, C. The principal as educator. New York: The Center for Urban Education, 1970. (ERIC/EDRS No. ED 054 537)

DESCRIPTORS: Principals, Instructional Development

SHORT TITLE: Greer, 1970, Principal as Educator

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 [4] 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good observational study.

SYNOPSIS:

This is one of two reports which have focused on the John H. Finley Elementary School in New York's Harlem, the other being Charles E. Silberman in his Crisis in the Classroom (1970). The reason for the attention received by Finley School was the unusually high reading achievement scores of the students since its principal, Martha Froelich, joined the school.

The authors conducted observations and interviews to determine what school factors were responsible for the high achievement of the students, classified as disadvantaged, at Finley School.

ITEM NUMBER: 104 SHORT TITLE: Greer, 1970
Principal as Educator

RESEARCHER'S FINDINGS:

The author found tnat the school's reading program, which had been developed by the principal and a former colleague, was challenging and stimulating to students, had a parent involvement component and was conducted with considerable involvement of the principal. (The article describes the program in detail.)

RESEARCHER'S CONCLUSIONS:

The author concludes that disadvantaged urban children can equal or exceed general achievement norms with effective school leadership and instructional programs. He suggests that atypically successful schools like Finley be carefully studied to determine why they are effective, toward the end of bringing more effective practices to other school settings.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 105 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/9/80

CITATION: Marcus, A. C., et al. Administrative leadership in a sample of successful schools from the national evaluation of the emergency school aid act. System Development Corporation, Santa Monica, California, USOE, Washington, D.C., April 1976. (ERIC/EDRS No. ED 125 123)

DESCRIPTORS: Principals, Leadership, Instructional Development

SHORT TITLE: Marcus, et al., 1976, ESAA Administrative Leadership

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Good observational study, but does not focus exclusively on principal's characteristics.

SYNOPSIS:

This study examined the relationship between administrative leadership and schools' success in raising achievement. In conjunction with a national evaluation of the Emergency School Aid Act, 24 elementary schools with similar demographic characteristics were selected for in-depth study. Fifteen of these were from the top 40 percent of all schools ranked during the evaluation in reading and math achievement, and nine were from the bottom 40 percent. Data were collected during 1974-75 through classroom observation, principal interviews, and teacher and principal questionnaires.

ITEM NUMBER: 105 SHORT TITLE: Marcus, et al., 1976
ESAA Administrative Leadership

RESEARCHER'S FINDINGS:

Schools in which principals emphasized the importance of basic instructional materials and made more instructional decisions were more likely to show achievement gains in reading and especially in mathematics.

RESEARCHER'S CONCLUSIONS:

"These findings would seem to indicate that an effective instructional program requires direction and leadership."

There is a relationship between student achievement and teachers' clear understanding of principals' instructional norms.

REVIEWER'S NOTES AND COMMENTS:

A copy of the research design is located in the Principals/Instructional Development backup file.

See also Item Report #106, which describes the 1975-76 in-depth study.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 106 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/10/80

CITATION: Wellisch, J. B. An in-depth study of emergency school aid act (ESAA) schools, 1975-1976. Santa Monica, California: System Development Corporation, 1977. (ERIC/EDRS No. ED 155 172)

DESCRIPTORS: Principals, Educational Environment, Teaching Methods, Financial Support

SHORT TITLE: Wellisch, 1977, ESAA Schools

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 [3] 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

A good study, but since many school factors are examined, correlations drawn between school success and any single factor are speculative.

SYNOPSIS:

As part of the national evaluation of the Emergency School Aid Act (ESAA) two in-depth studies were conducted to provide "1) description and assessment of reading and math programs and school contestual characteristics that differentially affect student academic achievement, 2) description and assessment of classroom and school characteristics that contribute to the provision of equal educational opportunity for all students, 3) estimation of the costs associated with providing effective reading and math instructional services."

ITEM NUMBER: 106 SHORT TITLE: Wellisch, 1977
ESAA Schools

RESEARCHER'S FINDINGS:

In the successful schools administrators 1) were more concerned with instruction; 2) communicated their views about instruction; 3) took responsibility for decisions relating to instruction; 4) coordinated instructional programs; and 5) emphasized academic standards.

There is a positive relationship between teachers' use of structured teaching methods and gains in student achievement in math and reading, but the relationship is complex. Structured teaching methods appear to impact positively on student achievement via increases in student attention and task orientation.

There was no statistically significant relationship between academic performance and the level of resource use in reading and math instruction. The level of effort of the principal in program planning and evaluation were positively related to achievement in math.

Schools emphasizing equal educational opportunities have a positive effect on student attitude and achievement.

RESEARCHER'S CONCLUSIONS:

The author makes recommendations about implementing findings and about further research.

Implementation of findings: "... it is a time for a new level of emphasis on recruiting and selecting principals who have both leadership qualities and strong qualifications in basic skills instruction, particularly for schools having a large proportion of underachieving students. ...there should be additional strong direction from USDE concerning the importance of inservice training for principals...."

Future research should be focused on verification of hypotheses which have been indicated by present research knowledge.

REVIEWER'S NOTES AND COMMENTS:

Information on the methodology used may be located in the Role of Principal backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 107 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/10/80

CITATION: Moody, L. & Amos, N. G. The impact of principal involvement in instructional planning with teacher teams on academic achievement of elementary school pupils. Mississippi State University, State College, Bureau of Educational Research, 1975. (ERIC/EDRS No. ED 116 298)

DESCRIPTORS: Instructional Development, Principals

SHORT TITLE: Moody & Amos, 1975, Principal's Involvement in Instructional Planning

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ✓ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

Design is weak due to the assumption that leadership is tied directly to physical presence.

SYNOPSIS:

The study was designed to determine to what degree the achievement gains evidenced by children in a Mississippi elementary school were due to the involvement of the principal in an instructional improvement project. Researchers had previously determined that students in the program, which involved team teaching, flexible scheduling, open classrooms and individualized instruction, evidenced large achievement gains as compared with non-program students over two years. To determine whether the principal's involvement in instructional planning was a major factor in program success, his involvement with the program was withdrawn during year three and then reinstated during year four. Students in grades 2, 3 and 4 were tested in reading, language arts and math each year.

ITEM NUMBER: 107 SHORT TITLE: Moody & Amos, 1975
Principal's Involvement in
Instructional Planning

RESEARCHER'S FINDINGS:

During the year that the principal was not involved in instructional planning, student achievement scores in two of the three grades continued to be significantly higher than scores from the base year. (This permitted researchers to discuss the "Hawthorne effect"--in which improvements have less to do with the content of an innovation than with the fact that an innovation, any innovation, is taking place.)

The return of the principal to involvement in instructional planning in year four resulted in additional achievement gains in all areas at all grade levels except second grade math.

RESEARCHER'S CONCLUSIONS:

"The extensive involvement of the principal in instructional planning with teacher teams can make a positive contribution to the success of the faculty in improving academic achievement of pupils.... Gains in academic achievement may be maximized through organizational arrangements which aid teachers in utilizing their professional talents to the fullest extent possible in providing for individual pupil needs. Central to the success of the organizational arrangements is the commitment and extensive involvement of the principal."

REVIEWER'S NOTES AND COMMENTS:

A copy of the research design may be found in the Principals/Instructional Development backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 108 LOCATION: NWREL Info Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/11/80

CITATION: Becker, G. et al., Elementary school principals and their schools: beacons of brilliance and potholes of pestilence. Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1971. (ERIC/EDRS No. 056 380)

DESCRIPTORS: Leadership, Principals

SHORT TITLE: Becker, et al., 1971, Principal's Role

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is not a research study in the experimental or even observational sense but it is rather a problem identification paper which relies heavily on queries to "authorities."

SYNOPSIS:

The focus of this study was elementary school principals' perceptions of their problems. Researchers administered questionnaires to and interviewed 291 principals in 50 states, officials in two national educational organizations, spokespersons in 12 regional laboratories, representatives of 50 state department of education, and faculty officers of the state elementary school principals associations. These individuals were queried about current situations, problems and successes in elementary schools with regard to principal role clarity, resources, instructional programs, facilities and many other factors with which principals are concerned and which bear on school effectiveness.

ITEM NUMBER: 108 SHORT TITLE: Becker, et al., 1971
Principal's Role

RESEARCHER'S FINDINGS:

Researchers' major finding was that principal's role ambiguity was the major concern of principals and those who work with them.

"Problems mentioned most frequently by the interview sample are those related to the maintenance and improvement of the instructional program in the elementary school."

Data from the study yielded profiles of effective and ineffective schools as perceived by respondents. The effective schools are ones in which principals are characteristic and inspire teachers; teachers put in more work time; and principals, teachers and parents constantly appraise the effectiveness of the schools in an attempt to note and overcome deficiencies. Principals are confident and innovative. Ineffective schools are characterized by inadequate facilities, poor staffing and low teacher and student morale. Instructional programs are "traditional, ritualistic and poorly related to student needs.

RESEARCHER'S CONCLUSIONS:

"An analysis of the data collected in the course of this study leads to the conclusion that the quality and effectiveness of present elementary school programs directly are related to the quality and effectiveness of the elementary school principal."

As both the instructional and non-instructional functions of schools must be well-managed for schools to be effective, the principal's role in each sphere must be clearly specified.

REVIEWER'S NOTES AND COMMENTS:

Information on the design of this study is provided in the Role of Principal backup file. Also included is an extensive list of recommendations generated by the researchers.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 109 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/17/80

CITATION: Burnes, J. C., et al. Report of the program for the development of the elementary school principal as an educational leader. Princeps Series: Developing the Role of the Elementary School Principal as an Educational Leader. Occasional Paper No. 5. New York: Bank Street College of Education, May 1975. (EKIC/EDRS No. ED 108 276)

DESCRIPTORS: Principals, Instructional Development

SHORT TITLE: Burnes, 1975, Principals' Leadership Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

A provocative study, but much of the data comes from participant perceptions and the sample group is small.

SYNOPSIS:

The principals (7 whites, 3 blacks, 2 Spanish speaking/7 men, 5 women) continued management of their schools during program participation. The program provided training in a number of areas including self-awareness as an educational leader, assessing needs, setting goals and directions, understanding child and adult development and learning, conducting staff development, evaluating staff and programs, developing curricula and working with parents and the community.

Participants were evaluated on leadership growth and data were gathered from them on changes in their schools.

ITEM NUMBER: 109 SHORT TITLE: Burnes, 1975
Principals' Leadership Program

RESEARCHER'S FINDINGS:

The greatest area of growth was in principals' staff development competency. Developing a humanistic climate within the school also rated high. Less growth was noted in community relations and administrative management skills. All principals expanded their leadership activities into new areas, including involving more groups in school planning and working more intensively with the schools instructional program.

As for changes in their schools, all principals reported improvements in teacher morale and school climate. Ten of the 12 reported major curriculum changes, including more and more varied offerings and making greater use of curriculum development resources. The volume and kinds of staff development/inservice activities increased in all 12 schools. Some pricipals cited major changes in the school's physical environment, improvements in school-community relations and better management.

There were some differences noted between men and women principals, in both leadership growth and school change. Principal's race did not account for significant differences in either area, nor did the school setting (rural/urban/suburban).

RESEARCHER'S CONCLUSIONS:

The researchers' conclude that 1) effective school leadership requires a wide range of skills and an open, humanistic approach; 2) groups hiring principals should consider the school's specific needs, as there is no one best leadership profile; 3) effective staff development requires knowledge of adult learning theory, coordination of activities and knowledge of efficient training strategies; 4) future research should investigate long-term effects of such programs, the precise relationship between training and effects, differences in effects based on principal's sex and whether the findings from this study would generalize to other schools and principals.

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 110 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/17/80

CITATION: Cuttitta, F. F. Urban principals' administrative behavior in relation to pupil reading achievement. Final Report. Brooklyn: City University of New York, Brooklyn College, February 1975. (ERIC/EDRS No. ED 108 379)

DESCRIPTORS: Principals, Administrator Role

SHORT TITLE: Cuttitta, 1975, Principals' Behavior and Reading Achievement

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE X SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The study does not convincingly demonstrate a relationship between instructional leadership and student achievement. There was no comparison group and no information is provided about other school factors.

SYNOPSIS:

This study tested the hypothesis that principals whose behavior was concerned chiefly with conflict resolution and school management ("appellate") decisions, as opposed to staff development and educational program ("creative") decisions, would be formed to head schools with reading achievement levels lower than national norms.

Administrative interns observed the behavior of principals in 40 New York schools over a period of 40 continuous school days, and described these in terms of the decision making categories cited above. School reading achievement scores were analyzed in relation to principals' decision-making profiles.

ITEM NUMBER: 110 SHORT TITLE: Cuttitta, 1975
Principals' Behavior and Reading Achievement

RESEARCHER'S FINDINGS:

The total of the "creative administrative behaviors of the 40 principals accounted for less than 10% of their time, with the other 90% devoted to "appellate" behaviors. Thirty-five of the 40 schools reported that over half of their students were below grade level in reading. Of these 35, 24 reported that 70% or more of their pupils were functioning below grade norm in reading.

RESEARCHER'S CONCLUSIONS:

"Suppose these principals were able to commit 90% of their time to creative administrative behaviors...would an upward swing in pupils' reading achievement develop? We do not know."

The author contends that the theory base of the Griffith decision-making model used for the study provides "a rationale for the systematic generation of hypotheses to explore the relationship of different patterns of principals' administrative behaviors to pupil reading achievement."

REVIEWER'S NOTES AND COMMENTS:

None.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 111 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/11/80

CITATION: Cox, B. S., An investigation of the elementary school principal as the instructional leader of the reading program. Cited in Reading I instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations published in Dissertation Abstracts International through December 1978. Urbana: ERIC Clearinghouse on Reading and Communication Skills, 1978 (ERIC/EDRS No. ED 166 686)

DESCRIPTORS: Principals, Instructional Development

SHORT TITLE: Cox, 1978, Principals' Leadership In Elementary Reading Program

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT X

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) [1] 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The relationship of principals' behavior to the outcomes of schooling is not explored.

SYNOPSIS:

The purpose of this study was to analyze the involvement of the elementary principal in the school reading program and to determine what teachers felt were effective and ineffective behaviors of the principal in this [sic] role as the instructional leader of the reading program.

Teachers produced 393 responses describing effective and ineffective principal behaviors. Principals responded to a Likert scale according to his perceptions of the importance of various principal-as-instructional-leader competencies and whether they possessed those competencies.

ITEM NUMBER: 111 SHORT TITLE: Cox, 1978
Principals' Leadership in Elementary Reading Program

RESEARCHER'S FINDINGS:

More effective than ineffective behaviors were reported by teachers. Main effective behaviors included provision of adequate materials and staff development and fostering good staff relations. Main ineffective behaviors were fostering poor staff relations, neglecting to provide adequate materials and being knowledgeable about the instructional program.

Teachers and principals differed somewhat on priorities, with principals focusing on reading program content and teachers focusing on principals' provision of materials and inservice/staff development.

RESEARCHER'S CONCLUSIONS:

"1. The efectiveness of the reading program depends to a great extent on the leadership of the school principal. Certain competencies for the principal are considered necessary in his role as the instructional leader.

"2. Training in reading processes, reading programs and supervisory strategies that relate to the reading program are needed by the school principal.

"3. The principal's involvement in the school reading program is viewed by teachers as sometimes effective and sometimes ineffective.

"4. Communication between the principal as leader of the reading program and the teacher as the facilitatory of the reading program is very important."

REVIEWER'S NOTES AND COMMENTS:

The abstract may be found in the Role of Principal backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 115 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/11/80

CITATION: Levine, N. The lessons of P.S. 192. Congress Biweekly, 1966, 33, 11-13. (ERIC/EDRS No. ED 016 743)

DESCRIPTORS: Instructional Development, Principals

SHORT TITLE: Levine, 1966, Leadership in a Ghetto School

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This article cites numerous improvements in the achievement and teacher morale in a Harlem elementary school and credits the instructional leadership of the principal for these improvements. It is not a research paper.

SYNOPSIS:

ITEM NUMBER: 115 SHORT TITLE: Levine, 1966
Leadership in a Ghetto School

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 116 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/11/80

CITATION: Matthews, K. M. The principal and student achievement. The Georgia Principal, 1976, 12(2), 29-38. (ERIC/EDRS No. ED 120 966)

DESCRIPTORS: Principals

SHORT TITLE: Matthews, 1976, Principal and Student Achievement

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This article outlines factors that pricipals should be aware of before they undertake any projects to improve student achievement. The article does not specifically address the effects of the principal's assuming an instructional leadership role.

SYNOPSIS:

ITEM NUMBER: 116 SHORT TITLE: Matthews, 1976
Principal and Student Achievment

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 117 LOCATION: NWREL Info. Cntr./Project Files

REVIEWER: K. Cotton DATE REVIEWED: 12/9/80

CITATION: Miller, W. C. Can a principal's improved behavior result in higher pupil achievement? Educational Leadership, 1976, 33, 336-338.

DESCRIPTORS: Administrative Policy, Educational Environment

SHORT TITLE: Miller, 1976, Principal's Behavior

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a review of research findings concerning the relationship between principals' behavior and various student outcomes, including achievement. While the studies cited demonstrate that good leadership is positively related to achievement and other outcomes, it is not clearly specified what constitutes good leadership.

SYNOPSIS:

ITEM NUMBER: 117 SHORT TITLE: Miller, 1976
Principal's Behavior

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 118 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/11/80

CITATION: Pederson, M. Effective and ineffective actions of the high school principal. Journal of Secondary Education, 1970, 45(6), 260-264.

DESCRIPTORS: Principals

SHORT TITLE: Pederson, 1970, Actions of High School Principals

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS ___

RELEVANT ___ IRRELEVANT _X_ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 [2] 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The article does not detail the methods of the study.

SYNOPSIS:

In this article, the author reports on findings from this own unpublished doctoral dissertation study on student perceptions of principals' behavior. Data were gathered from male and female high school students in small and large schools and in rural and urban settings. Responses were divided into those describing effective actions and those describing ineffective actions.

ITEM NUMBER: 118 SHORT TITLE: Pedersen, 1970
Actions of High School Principals

RESEARCHER'S FINDINGS:

"Those categories of effective behavior which ranked in the top ten included actions in which the principal (1) seeks and utilized the recommendation of individuals and all types of advisory groups, (2) personally assists pupils with learning projects, (3) takes action immediately to correct misbehavior of pupils, (4) explains policies, practices, proceedings, regulations and rumors, (5) provides time, equipment and facilities, (6) intercedes with higher authority on behalf of pupils, (7) writes and speaks to students stimulating their best efforts, (8) safeguards the health and welfare of students."

RESEARCHER'S CONCLUSIONS:

The conclusions are presented in the form of recommendations. Recommendation No. 1 is: "The high school principal should do everything possible to become 'visible' and directly involved in all of the teaching-learning activities which make up the heart of the educational program." Others include reorganizing large schools so that faculty leaders serve small groups of students; creating a better understanding of the principal's role; increasing principals' public praise and encouragement of students, teachers and programs; increasing principals' use of advisory groups to address school problems; including the frame of reference of respondents when administrations are evaluated; providing group process skills training to principals; establishing methods for principals to receive feedback.

REVIEWER'S NOTES AND COMMENTS:

A copy of the article is in the Role of Principal backup file.

73

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 119 LOCATION: NWREL Info Cntr. Periodicals

REVIEWER: K. Cotton DATE REVIEWED: 12/11/80

CITATION: Pendergrass, R. A. & Wood, D. Instructional leadership and the principal. NASSP Bulletin, 1979, 63(425), 39-44.

DESCRIPTORS: Principals, Instructional Development

SHORT TITLE: Pendergrass & Wood, 1979, Principal as Instructional Leader

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

The article presents some notions about what principals should do as instructional leaders and offers an instructional design model for principals' use.

SYNOPSIS:

ITEM NUMBER: 119 SHORT TITLE: Pendergrass & Wood, 1979
Principal as Instructional Leader

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 120 LOCATION: NWREL Info. Cntr. Microfiche

REVIEWER: K. Cotton DATE REVIEWED: 12/11/80

CITATION: Redwine, J., & Dubick, R. A. Teachers' perceptions of instructional leadership and teacher graduation processes, South Bend, Indiana: Indiana University, 1978. ERIC/EDRS No. ED 157 892)

DESCRIPTORS: Principals, Instructional Leadership, Teacher Evaluation

SHORT TITLE: Redwine & Dubick, 1978, Teacher Perceptions

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This study examined teacher perceptions of the role of the instructional leader, the teacher evaluation process and their interrelationship. Though it is a revealing study of teacher attitudes, it does not address the school effectiveness issue.

SYNOPSIS:

ITEM NUMBER: 120 SHORT TITLE: Redwine & Dubick, 1978
Teacher Perceptions

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

77

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 121 LOCATION: NWREL Info. Cntr./PSU

REVIEWER: K. Cotton DATE REVIEWED: 12/15/80

CITATION: Sweeney, F. V. Reading instruction and the elementary principal, Reading Teacher, 1969, 22, 504-507.

DESCRIPTORS: Principals, Instructional Development

SHORT TITLE: Sweeney, 1969, Reading and the Elementary Principal

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This article claims that, as "reading is the keystone of the elementary school's academic program," principals should familiarize themselves with what is known about effective reading instruction and become involved in the school's reading program. It is not a research study.

SYNOPSIS:

ITEM NUMBER: 121 SHORT TITLE: Sweeney, 1969
Reading and the Elementary Principal

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

A copy of the article may be found in the Role of Principal backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 122 LOCATION: NWREL Info. Cntr./PSU

REVIEWER: K. Cotton DATE REVIEWED: 12/15/80

CITATION: Garvey, J. The principal's role as educational leader. Thrust for Educational Leadership, 1975, 5(1), 21, 30..

DESCRIPTORS: Principals, Instructional Development

SHORT TITLE: Garvey, 1975, Principal's Role as Educational Leader

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This is a listing of roles, tasks and other requirements for effective leadership in the part of principals. It is not a research study.

SYNOPSIS:

ITEM NUMBER: 122 SHORT TITLE: Garvey, 1975
Instructional Development

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

A copy of the article is located in the Role of Principal backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 123 LOCATION: NWREL Info. Cntr./PSU

REVIEWER: K. Cotton DATE REVIEWED: 12/15/80

CITATION: Klopf, G. J. The principal as an educational leader in the elementary school. Journal of Research and Development in Education, 1972, 5(3), 119-125.

DESCRIPTORS: Principals, Instructional Development

SHORT TITLE: Klopf, 1972, Principal as Educational Leader

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ✓ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

"This paper aims to postulate a construct of competencies for the principal as an educational leader in the elementary school." It is not a research study.

SYNOPSIS:

ITEM NUMBER: 123 SHORT TITLE: Klopf, 1972
Principal as Educational Leader

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

A copy of this article may be found in the Role of Principal backup file.

SCHOOL EFFECTIVENESS PROJECT, ITEM REPORT

ITEM NUMBER: 124 LOCATION: NWREL Info. Cntr./PSU

REVIEWER: K. Cotton DATE REVIEWED: 12/15/80

CITATION: Cawelti, G. Effective instructional leadership produces greater learning. Thrust for Educational Leadership, 1980, 9(3), 8-9.

DESCRIPTORS: Principals, Instructional Development

SHORT TITLE: Cawelti, 1980, Effective Instructional Leadership

SKIMMED, REJECTED FOR PROJECT PURPOSES, NO ANALYSIS X

RELEVANT ___ IRRELEVANT ___ FOR PRESENT PURPOSES

PRIMARY SOURCE ___ SECONDARY SOURCE ___ DISSERTATION ABSTRACT ___

RATING OF QUALITY OF STUDY (for project purposes):

(Weak) 1 2 3 4 5 (Strong)

BRIEF DISCUSSION OF RATING:

This article discusses the skills required for principals to provide effective instructional leadership. While alluding to research that has revealed relationships between instructional leadership and student achievement, this research is not reviewed, nor is the article a report of a study.

ITEM NUMBER: 124 SHORT TITLE: Cawelti, 1980
Effective Instructional Leadership

RESEARCHER'S FINDINGS:

RESEARCHER'S CONCLUSIONS:

REVIEWER'S NOTES AND COMMENTS:

A copy of this article may be found in the Role of Principal backup file.